DOCUMENT RESUME

ED 079 200 SO 005 973

AUTHOR	DuBois, Carol J.
TITLE	A Summary and Evaluation of Project PROBE: A Planning Grant.
INSTITUTION	Catskill Area School Study Council, Oneonta, N.Y.; Otsego County Board of Cooperative Educational Services, Oneonta, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
PUB DATE	May 68
NOTE	23p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Community Resources; *Curriculum Development; Curriculum Evaluation; Pilot Projects; *Program Descriptions; Program Evaluation; Projects; *Social Studies; *Summative Evaluation; Teacher Developed Materials
IDENTIFIERS	ESEA Title III; New York; *Project Probe

ABSTRACT

This report of PROBE (Planning Resource Opportunities for Better Education) summarizes and evaluates activities from the time the project began its operation in March, 1967, through May 1968. Major objectives are: 1) to involve teachers in the enrichment of their curriculum programs; 2) to bring together the faculties in colleges and school districts and other professionals involved in cultural institutions to plan the contributions such groups can make to the direct support of social studies programs; 3) to produce pilto programs; 4) to organize an advisory group and planning council; 5) to identify and catalog human and material instructional resources of the area; 6) to examine and disseminate educational research; and 7) to develop inservice education. Nearly every objective produced some activity. PROBE activities described are: several bibliographical listings of materials available for use as secondary sources; various publications; pilot projects; and public relations activities. A list of PROBE Materials and Publications are appended. Related documents are SO 005 974; ED 051 009; and ED 045 471. (SJM)

A Summary and Evaluation of Project Probe:

S0005973

ED 079200

May 1968

FILMED FROM BEST AVAILABLE COPY

RC 002928

ED 079200

A SUMMARY AND EVALUATION OF PROJECT PROBE: A PLANNING GRANT

OE No. 672749

PROJECT PROBE

May, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by

Carol J. DuBois

Project PROBE

A Project for the Advancement
of Creativity in Education

PL 89-10 Elementary
and Secondary Education Act

Sponsored by the Board of Cooperative Educational Services
Sole Supervisory District of Otsego County
in Cooperation with the Catskill Area School Study Council

135 Old Main
State University College
Oneonta, New York 13820

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

SP005973

Project PROBE[1] began its operation in March, 1967, for the expressed purpose of planning enrichment for the social science programs of the elementary and secondary schools in its service area.[2] Although no evaluation was specifically provided for, it became apparent as the year ended that a worthwhile conclusion would be to summarize and assess, if not evaluate, PROBE's activities. What follows is primarily a summary; however, evaluative comments have been included whenever possible.

Because this summary is focused upon the operations of PROBE's planning year, no special attention will be given to the creation of the proposal which led to the planning grant. It will, however, be necessary to describe the objectives for PROBE which this proposal put forth. Briefly, they are as follows:

1. To involve teachers in the enrichment of their curriculum programs.
   a. In the identification of concepts to be developed.
   b. In the identification of needs for specific instructional resources necessary to concept development in elementary and secondary social studies.
   c. In the development, trial, and evaluation of materials related to their needs.
2. To bring together the faculties of colleges and school districts and lay professional personnel involved in the museums, historical societies, or other cultural institutions, to plan the contributions such groups can make to the direct support of social studies programs.
3. To produce pilot programs:
   a. For direct educational experiences (for pupils) in historical, anthropological, and archaeological search that will employ skills

---

[1] PROBE (Planning Resource Opportunities for Better Education) was sponsored by the Otsego County (New York) Board of Cooperative Educational Services and funded by the U. S. Office of Education under Title III of the Elementary and Secondary Education Act.

[2] The original service area consisted of 42 schools in Chenango, Delaware and Otsego Counties. The actual number of schools involved in PROBE activities has varied throughout its 15 months of operation.

and instill attitudes that are a basic goal in social studies education (through summer work (camp or shop) under professors of anthropology and archaeology at Hartwick and Director of Indian Museum.

b. In primary source materials (to produce, test, and evaluate).

c. In rural government and economics.

d. To give special attention to development of materials for use with Pre-Columbian Iroquois. (Use of Onondaga Reservation.)

4. To organize an Advisory Group & Planning Council.

5. To find means of fulfilling the needs of youth who migrate to other areas for work opportunities.

6. To identify and catalog human (community and area wide), and material instructional resources of the area (museum, library, etc.)

7. To examine educational research and relay it to classroom teacher in usable form.

8. To develop inservice education:

a. For introduction of new materials and techniques.

b. For more effective use of museum resources by the classroom teacher.

Nearly every objective produced some activity for PROBE during the planning year. The exceptions, perhaps, are 3c (in so far as rural government is concerned) and 5. The other objectives should be easily recognized in the description of PROBE activities which follows.

Attention should be given to what is perhaps the most important underlying concept, though it is but one of the objectives listed above--to use the area's abundant historical resources by making the teachers aware of these resources and by providing guides to their location and use. One group of significant resources is formed by museums and historical agencies in the area.[3]

---

[3]Just how abundant these resources are can be determined by examining the Guide to Field Trips published in September, 1967, by PROBE and the Curriculum Enrichment Center in Norwich.

To avail itself of the facilities provided by the museum complex concentrated in Cooperstown,[4] PROBE established an office in the Village Library Building there. Installed in this office were a teacher-writer, Mrs. Carol J. DuBois, and a secretary, Mrs. Mona Buckley. The central PROBE office, housing Director Dr. Lawrence J. Heldman, his secretary Mrs. Kathryn Cronk, and the Board of Cooperative Educational Services[5] Deputy Clerk Lyle Roberts, was located on the first floor of Old Main on the campus of the State University College of New York at Oneonta, New York. Nearby was the office of Dr. John Wilcox, who played an important role in the development of PROBE, was Acting Director until Dr. Heldman arrived (July 1, 1967), and remained as Principal Consultant throughout most of the planning year. This was the PROBE staff—the nucleus of an organization which included many part time people: State University College at Oneonta staff members, teachers from area schools, graduate students, and local historians.[6]

Although the staff was responsible for developing the program, much of the impetus for their activities came from two other sources: an Advisory and Planning Council (see Objective 4) and a group of teachers representing nearly all of the schools in the PROBE service area.[7] Many of the members of the Planning Council,

---

[4]Included are the National Baseball Hall of Fame; the Indian Museum; the New York State Historical Association which operates the Carriage and Harness Museum, the Farmers' Museum, and Fenimore House; and the Woodland Museum.

[5]Board of Cooperative Educational Services.

[6]The use of graduate students from the Cooperstown Graduate Program, sponsored by the State University College at Oneonta and the New York State Historical Association, did not prove satisfactory. Students lacked sufficient time to become involved in the type of research or project planned by PROBE. While student work was satisfactory, they were often not available when needed. A qualified local historian and genealogist, Mrs. Ethelyn Hawkins, provided very able and readily available research assistance. This experience led us to the conclusion that it would be more practical to plan for the use of para-professionals (such as Mrs. Hawkins) in the development of local projects.

[7]See Appendix for a complete list of members of both the Advisory and Planning Council and the Building Representatives.

composed of school administrators, college representatives, museum people, and nearby Title III center representatives from Norwich and Stamford[8] had participated in the work done to bring about the planning grant. Thus, they brought to the Council sessions a basic understanding of the educational needs and problems PROBE had assumed.[9] Teacher representatives, who met for full day sessions first in May and then in October (1967), pinpointed the needs of classroom teachers and their students. In addition to those teachers who actively participated in these discussions and planning sessions, there were more than fifteen hundred others who willingly gave of their time to complete the questionnaires and forms used by PROBE to determine those things which needed immediate attention.[10] (All surveys were conducted under the auspices of the Catskill Area School Study Council, ar organization which had helped originate PROBE and always stood ready to assist with PROBE projects.)

Interestingly, social studies teachers were nearly unanimously agreed upon the need for the use of primary source materials and a wider variety of secondary source materials in their classes. Although the expanded use of primary sources had been considered in the Objectives (see 3b), it became readily apparent to the staff that teachers ranked as most important being informed of the availability of both primary and secondary sources.

---

[8]Throughout its planning year, PROBE has benefited from the cooperation and assistance of the Title III centers in Norwich (Curriculum Enrichment Center, Norwich, New York - Richard Heller, Director.) and Stamford (Rural Supplementary Education Center, Stamford, New York - Frank Cyr, Director.) Both helped defray PROBE expenses through the dissemination of PROBE materials on their regularly scheduled truck visits to area schools. Additional valuable services, in the form of materials' duplication, was provided at cost by the Norwich Center.

[9]The Council served many functions. It provided new ideas, provided a well-rounded sounding board for suggestions, and proved to be a practical guide in the development of pilot programs and operational proposals.

[10]See Appendix for a complete list of these surveys, most of which provide original research for given aspects of area schools.

Developing bibliographical listings of materials available for use as secondary sources was quickly begun. In fact, during the early days of PROBE, a bibliography of general source books recommended by the Education Department of the New York State Historical Association for use with the Age of Homespun and Pre-Columbian Iroquois was distributed to all building representatives. Recognizing that many schools lacked these basic resources, essential for use of the new curriculum guides (The Age of Homespun and The Iroquois), each was invited to select materials, not to exceed $10, for which PROBE assumed the cost. This program demonstrated immediately that a wide variety of printed materials was readily available and showed that valuable materials could be obtained at a nominal cost.

Another result was the publication by PROBE of a Field Trip Guide and Map[11] and three additional bibliographies dealing with particular topics (transportation, politics, and social life)[12] which are frequently discussed with the Age of Homespun study. (There is still room for additional topical bibliographies to provide a complete background for this study.) Two additional publications The Iron Rail and composites of two opposing newspapers in the 1840 presidential campaign, were prepared as companion pieces for the transportation and political bibliographies

---

[11] Produced jointly by PROBE and the Curriculum Enrichment Center in Norwich, the guide listed museums, historic sites, areas for nature visits (zoos, parks, etc.), and industrial and governmental agencies which welcome visitors. Information was included for ten counties: Broome, Chenango, Delaware, Fulton, Herkimer, Madison, Montgomery, Oneida, Otsego, and Schoharie. Also included in the guide were the names of local people (historians, etc.) who might assist visiting groups.

[12] Transportation in the Age of Homespun, published in August, 1967; Politics in the Age of Homespun, published in January, 1968; and Life in the Age of Homespun, published in February, 1968; were circulated not only to schools but to interested scholars. Requests also came from several museum libraries including Sturbridge Village in Massachusetts. (Covers for these and other PROBE publications were prepared by artist Lois Hurley.)

respectively.[13] At the request of a high school American History teacher, a bibliography for use with the new tentative syllabus was also prepared.[14] Such requests from teachers or students evidenced school needs, and as such were welcomed. The opportunity to provide for schools this type of service and cooperation was an important aspect of Project PROBE. Bringing the researcher's efforts into the classroom was a basic objective.

Following the initial bibliographical offering which included printed materials about the Iroquois, PROBE employed Kenneth Kellerhouse of the State University College at Oneonta to prepare a bibliographical listing[15] of audiovisual materials available for use in this subject area. The resulting list showed a disappointing lack of recent films. Consequently, in keeping with Objective 3d, plans were made to prepare a film depicting the life of the modern Iroquois. Various film makers were considered, including STETA,[16] but the Audiovisual Department of Syracuse University was selected. (A most important reason was the university's proximity to the Onondaga Reservation, the home of a large group of Iroquois.) Under the direction of Dr. John Tyo, a group of graduate students spent a large part of the 1967-68 school year researching, writing, and producing this 16mm sound and color film.[17] The cooperation and advisory services of Del Logan on the reservation and

---

[13] The Iron Rail offers a view of railroad construction as it might have been presented by a young boy in letters to friends and family. The newspapers, The Otsego Republican and the Freeman's Journal were reproduced from original issues published in Cooperstown during the bitter pre-election period—September to November, 1840. These publications are available for loan from the Title III Centers in Norwich and Stamford and the PROBE office in Oneonta. They are also on file with the U. S. and State Offices of Education.

[14] Supplementary Materials for the Social Studies - Tentative Syllabus - Grade 11 - American History. January, 1968.

[15] A supplemental listing was later (November, 1967) compiled from information provided by Peter Corey, Director of the Indian Museum in Cooperstown.

[16] Southern Tier Educational Television Association, Binghamton, New York.

[17] This film, as yet unnamed, will be available in the Fall of 1968. Persons interested should contact the PROBE office in Oneonta or the Title III Centers in Stamford (Rural Supplementary Education Center) or Norwich (Curriculum Enrichment Center.).

Rhys Roberts, who acted as a liason between the university and the reservation, made the undertaking possible.

A related project, sponsored jointly by PROBE and the Catskill Area School Study Council involved area high school students in the study of past Indian civilizations. A total of 21 boys and girls participated in an anthropology and archaeology summer seminar that combined classroom study and field experience. Both lay and professional people were involved in this project which was warmly received by the students.[18]

Even as the summer seminar was in progress, another pilot project was taking shape in Cooperstown. A workshop team, consisting of seventh grade social studies teachers Rhys Roberts and Dorothy L. Wallace,[19] had begun a pilot program for the production of a primary sources unit to be used with the seventh grade study of the Age of Homespun. Using an inventory of potential manuscript sources prepared by the PROBE office in Cooperstown, the team began its project in the Research Library of the New York State Historical Association. They selected a pair of mid-nineteenth century diaries which had been kept by a Windsor, New York man and his second and third wives.

With the diaries of James Y. Brown, Mary E. Brown, and Cordelia P. Brown as the basis for their project, the workshop team began the development of a model multi-media primary source unit.[20] A tape recorder accompanied them to Windsor

---

[18] Teaching participants included Dr. Bruce E. Raemsch from Hartwick College, William Vieweg from State University College at Oneonta, Clyde Olson from the Cooperstown Indian Museum, and Franklin Hesse a lay archaeologist from Otego.

[19] Mrs. Wallace is on the staff of Oneonta Junior High School, Oneonta, and Mr. Roberts is on the staff of the Eagle Hill Junior High School in Manlius. Both Mrs. Wallace and Mr. Roberts had participated in the summer seminar program for junior high social studies teachers conducted by the New York State Historical Association at Cooperstown. A part time participant on the project was Henry Cooley from the State University College at Oneonta.

[20] See Appendix for a list of the various items included in the J. Y. Brown unit.

and the Broome County seat, Binghamton, where they tried to establish details of the Browns' existence. A very interesting, be it rambling, interview with 89 year old Mrs. Lewis Bennett[21] is thus a part of the unit. (A tape made of discussions with the late Otsego County Historian Roy Butterfield is also available, made by Mrs. Wallace in line with her Brown research, it deals only slightly with the Brown's but contains much valuable information about the Age of Homespun.)

A 35 mm camera was also used to document every step of the research. A slide set consisting of more than 200 slides shows the research tools (county histories, etc.), the diaries, the town of Windsor and its environment, legal records which related to the Browns, and numerous other facets of the project. Gravestone rubbings were made from stones of various family members during the fruitless efforts to find the burial sites of James Y. and Cordelia Brown.

Rounding out the unit[22] were printed diary excerpts,[23] tapes of diary readings, and reprints of related materials (church histories, notes about events of the period, etc.). While it can not be said that "no stone was left unturned," it can be emphasized that within the limitations set by the selected primary sources, the time allotted to the project by PROBE, and the facilities available, the researchers provided a classroom unit which appears to be a useful model for the study or use of primary sources.[24]

---

[21] Mrs. Bennett and her husband bought the home of the last surviving Brown - a daughter of James and Cordelia. Both the daughter (Persis) and mother (Cordelia) were known to Mrs. Bennett. In fact, Persis Brown had been her music teacher.

[22] The materials which comprise this unit are on deposit and available for loan as a set or individually from the Title III centers in Norwich and Stamford and the PROBE office in Oneonta. Other sets are on file with the U. S. Office of Education and State Office of Education.

[23] Actually the short diaries of Mary E. and Cordelia were printed in their entirety; however, James Brown's diary covered a longer period of time (1842-1860) and thus required editing to usable size.

[24] See Appendix for letters or comments from evaluating teachers.

As background for the J. Y. Brown materials or for separate study, PROBE arranged for the production of a tape dealing with music in the Age of Homespun.[25] Performed by Margaret Cawley from the music department at the State University College at Oneonta, the tape provides a well-researched and well-presented introduction to the music of that era. It should be noted that Miss Cawley had previously done the research required for such a performance and that she and the musicians who assisted her had presented the music in concert. As Miss Cawley was quick to point out, her tape was prepared in the allotted time only because the research had been done. She recommended that future projects of this type allow a minimum of one semester, "to include a survey of program possibilities, research on specific music, purchase, photo reproduction or copy of same, contact with area musicians, rehearsals over approximately a two-month period, and finally the recording session."[26] This tape was offered for use with the Brown unit or separately.

Following the completion of the basic Brown unit, duplicate sets of materials were produced and a group of teachers,[27] chosen at random from various schools in the PROBE region, was invited to test and evaluate the materials. The teachers participated in a full day workshop during which they were introduced not only to the unit's materials but to the research methods employed in the unit's construction. At the time of this writing, all teachers have used the materials,

---

[25] This tape is on deposit and available for loan from the Title III centers in Norwich and Stamford, the PROBE office in Oneonta, and the Instructional Resources Center at the State University College at Oneonta. It is also on file with the U. S. and State Offices of Education.

[26] As found in a memo to Larry Heldman from Peg Cawley. November 9, 1967.

[27] Participants were: Mrs. Ethel Edwards, Edmeston Central School; Mr. Robert Parmerter, Andrew S. Draper Central School; Mr. Thomas Robertson, Sidney Central School; Mrs. Isabelle Maxon, South Kortright Central School; Mrs. Dorothy Wallace, Oneonta City Schools, Mr. Thomas Lloyd, Norwich City Schools; and Sister Mary Carmelita, St. Mary's School in Oneonta.

but the evaluation is incomplete. However, on the basis of early responses, it is fair to assume that there is a general enthusiasm among both students and teachers for the type of study this unit represents.[28]

Even as the J. Y. Brown unit was being prepared, the PROBE staff was hard at work on the construction of operational proposals. Survey results were studied as were teacher comments, questions, and suggestions made at the PROBE conferences. The first proposal, submitted in July, 1967, concerned the economics component. Approved by State and Federal Education offices, this proposal became operational on March 1, 1968. Under this grant courses in economics will be made available to area teachers. Actually, the first course, "Methods and Materials in the Teaching of Economics," began for 28 students on April 23, 1968. This course was designed for social studies teachers 6-12. Future plans call for Fall courses designed for elementary teachers. Television and locally centered course offerings with telephone communication to a centrally located professor will also be used for the presentation of the economics courses.

For the January 1, 1968, submission date, three additional proposals were prepared: a combined science and social studies proposal and a regional proposal--Project PRIDE.[29] Although designed to meet the needs of this area's schools, identified through surveys and teacher-administrator discussions, the science and social studies proposals were rejected by the State Education Department of Innovation and the U. S. Office of Education. (Current plans call for the revision and resubmission of these components under the National Science Foundation Act and

---

[28]The writer has spoken with or received communications from 3 participants all of whom voiced enthusiasm for the unit. At least one teacher had used the unit as a model for the development of her own unit.

[29]Progress through Regional Innovation, Dissemination, and Evaluation.

PL 90-35 Education, Professions Development Act.) Reasons cited were the largely adaptive "nature of the projects and their financially ambitious qualities." (The combined request called for funds of $270,000.) The keen disappointment which followed this rejection was partially assuaged by the approval on the state level of PRIDE. Word has just been received from the U. S. Office of Education that PRIDE will be funded and negotiations for that purpose have now begun in Albany.

While still considering the proposals prepared during this planning year, it may be well to mention one which may yet be devised. Discussions have already been held, and more will follow, to consider a proposal for an innovative program designed to aid handicapped children. (Funds available under Title III of the Elementary and Secondary Education Act for new projects are virtually all earmarked for projects dealing with aid for the handicapped.) Word about the final disposition of plans for such a proposal will not be available until after the completion of the planning year summary.

One area of PROBE's activities which has not been considered is public relations. Involving the communities (lay as well as school personnel) in plans and keeping them informed of progress has proved to be a demanding and significant part of PROBE's year. A steady flow of materials streamed from the PROBE office to Building Representatives and members of the Planning Council. Newsletters, sent out periodically, pinpointed PROBE activities and copies of the PROBE publications went to Building Representatives and administrators.

Demonstrations were made to teachers and lay organizations. For example, following the completion of the Brown unit, PROBE's Director, Dr. Heldman, put together a brief (30-40 minutes) program which introduced the Brown unit and primary source research to the public.[30] With slide projector and tape recorder,

---

[30] For a complete list of Dr. Heldman's presentations, see the Appendix.

he provided a multi-media look at a multi-media school unit which could be copied by almost any school or community through the use of locally available primary sources. PROBE publications and materials were displayed to administrators, teacher groups,[31] and to student groups. (Yorkers[32] were especially interested.) Everywhere PROBE productions were taken, they were well received, often with an enthusiastic interest in the application of PROBE's materials to local use.

Throughout the year numerous staff conferences, with or without outside consultants, planned and replanned activities, even for the purpose of stimulating the improvement of social studies curriculum in the area. Valuable assistance came from the Catskill Area School Study Council and from other Title III Centers in the area. With the planning period not yet ended, and one final project[33] still being developed, it is difficult to offer an objective evaluation or assessment of work in which one has been and is an active participant. Perhaps what has been done during this past year has produced the beginnings of new approaches and new depths to the social studies curriculum. Perhaps the gap between research and the classroom has been narrowed. Perhaps students and teachers will make new and better uses of the rich resources which surround them. This is our hope.

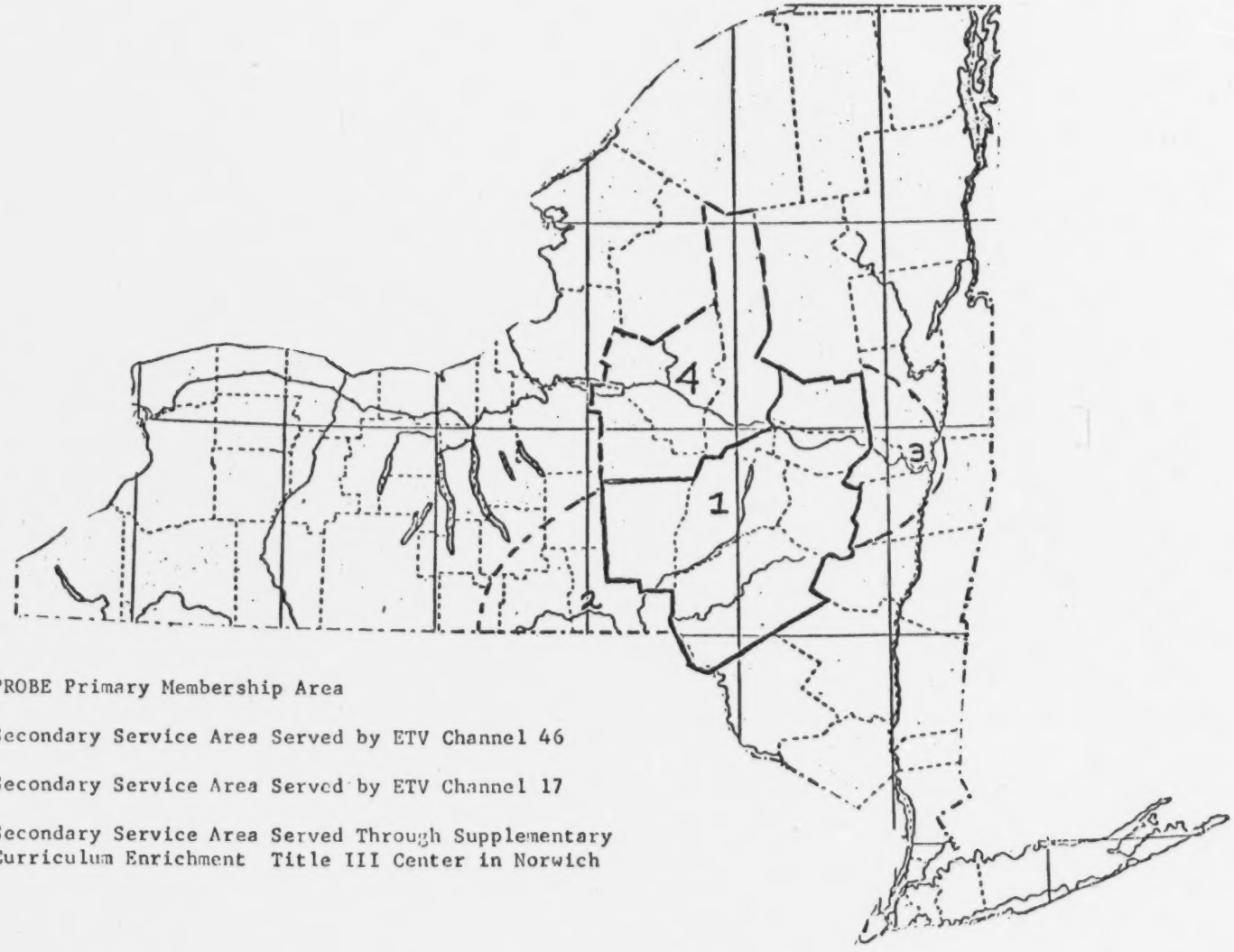
---

[31] A PROBE display was even presented at the statewide meeting of Social Studies Teachers held in April, 1968, at Grossinger's.

[32] Yorker Clubs, sponsored statewide by the New York State Historical Association, consist of school age (grades 7-12) young people who are interested in history.

[33] Directory of Primary Sources and Community Resources for Teachers, K-12. Fall, 1968. (This is currently being prepared under the direction of William Whitehill.)

APPENDIX



1 - PROBE Primary Membership Area

2 - Secondary Service Area Served by ETV Channel 46

3 - Secondary Service Area Served by ETV Channel 17

4 - Secondary Service Area Served Through Supplementary Curriculum Enrichment Title III Center in Norwich

PLANNING COUNCIL

Dr. Patricia Bull
Erle Smith
Roderick Dorrance
Eugene Wieand
Robert White
Dr. Stephen Jamba
Dr. Howard Lynch
Richard Heller
James Brophy
Ernest Youmans
Rt. Rev. Msgr. Joseph Conway
Milo Stewart
Dr. Esther McKune

Jerry B. Brown
Dr. Claude Hardy
Edward Burke
Mrs. Henry Helbert
Edwin Moore
Dr. Royal F. Netzer
Dr. John Wilcox
Warren Ryther
Sister Nathaniel
Donald Haight
James Gill
Dr. Frank Cyr
Elwood Hitchcock

Dr. Lawrence J. Heldman
Director, Project PROBE

Dr. John Wilcox
Principal Consultant

Erle A. Smith,
Assistant Superintendent
Board of Cooperative Educational Services

BUILDING REPRESENTATIVES

Mr. Charles Smith
Mr. Richard Denicore
Mr. George Waddington
Mr. Keith McCarthy
Dr. Fred Tubbs
Mr. Floyd Prouty
Mr. John Brodrick
Mr. Spencer Warnick
Mr. Robert Smith
Miss Dorothy Hammersmith
Mrs. Madeline Berry
Mr. Clayton Whittaker
Mr. Anthony Kasprowicz
Mr. Robert Ackerson
Mr. Robert Kaufman
Mrs. Helen Raitt
Mr. Joseph Hilko
Mr. Albert Geasey
Mr. Charles Rider
Mrs. Lillian Kelley
Mr. Robert Smith
Mr. John MacRoy
Mrs. Doris Bennett
Mr. Charles DiGiovanna
Mr. Robert Best
Mrs. Mildred Jackson
Mr. John Greene
Mr. Frank Gray
Mrs. Barbara Peters
Mr. Ronald Head
Mrs. Nelda Jacobson
Mrs. Anna May Church
Mr. Daniel Morse
Mr. David Teuten
Mrs. Frances Cerra
Mr. Thomas Lloyd

Mr. James Schibeci
Mrs. Agada Dixon
Mrs. Jean Frink
Mr. William Everts
Mrs. Mary Brownell
Mr. Harold Hunt
Mrs. Helene Higgins
Mrs. Dorothy Wallace
Mrs. Karyl Sage
Mr. Donald Fletcher
Mrs. Mildred Stewart
Mr. Edward Onody
Miss Marion Maxson
Mrs. Margaret Young
Mr. Jon Greene
Mr. Joseph Green
Mrs. Elizabeth Bilobrowka
Sister Mary Frederic
Mrs. Gladys Giltner
Mr. Herbert Dietz
Mr. Edward Abbot
Mrs. Gracia Grover
Mr. Donald Russ
Mrs. Barbara Stoehr
Mrs. Barbara Michel
Mrs. Eleanor Belding
Mrs. Isabelle Maxon
Mrs. Marguerite Rathbun
Mr. Larry Smith
Mrs. Evelyn Zemkin
Mr. Robert Zemkin
Mrs. Lillian Smith
Mrs. Betty Matalavage
Mr. Jack Nagle
Mr. Larry Schrader

PROBE Materials and Publications, 1967-68

Pilot Materials

Butterfield Tape. August, 1967.
Comments by the late Otsego County Historian Roy Butterfield about a variety of topics, some related to the Age of Homespun.

Examples of Music in the Age of Homespun.
A tape recording produced in September, 1967, by Margaret Cawley from the Music Department of the State University College at Oneonta, New York.

Field Trip Map and A Guide to Field Trips. September, 1967.
Guide book and map to aid teachers and their classes with plans for field trips in Broome, Chenango, Delaware, Fulton, Herkimer, Madison, Montgomery, Oneida, Otsego, and Schoharie Counties.

The Iron Rail. August, 1967.
The story of railroad construction in PROBE area as told through letters a boy of that period might have written.

The Iroquois. August, 1967; Supplemental Materials to the Iroquois. November, 1967.
An annotated bibliography of audio-visual materials for use with the study of the Iroquois.

James Y. Brown Unit. September, 1967.
A primary source unit which includes a teacher's guide, diary excerpts from the J. Y. Brown diary as well as his second and third wives, a 200 slide set of related materials, tapes and reprints of assorted related material.

Life in the Age of Homespun. February, 1968.
A bibliography of materials which might provide useful information for a study of life during the homespun era.

Newspapers: The Freeman's Journal, 1840. The Otsego Republican, 1840.
Composite newspapers reproduced from original 1840 (September to November, 1840) Cooperstown newspapers. Featured is the hard fought presidential campaign, sometimes known as the "Log Cabin Campaign" between Martin Van Buren and William Henry Harrison.

Politics in the Age of Homespun. January, 1968.
A bibliography of materials which might add depth to a study of American political life during the homespun days.

Supplementary Materials for the Social Studies - Tentative Syllabus Grade 11 - American History. January, 1968.
A bibliography of suggested materials for the new tentative 11th grade American History syllabus.

Transportation in the Age of Homespun. August, 1967.
A bibliography of materials for use with a study of transportation during the homespun period.

SOON TO BE AVAILABLE

Directory of Primary Sources and Community Resources for Teachers, K-12. Fall, 1968.
A guide to local primary sources and resources in the PROBE area.

Film dealing with the life of the modern Iroquois. Filmed on the Onondaga Indian Reservation by Syracuse University, Fall, 1968.

Tape introduction to J. Y. Brown unit.

Surveys

Audio-Visual Material Survey. September, 1967.
A survey of A-V equipment holdings of schools in the PROBE service area.

An Inventory of the Needs of Teachers of Economics in the Catskill Area Schools. February, 1968.

An Inventory of the Needs of Teachers of Science in the Catskill Area Schools. February, 1968.

An Inventory of the Needs of Teachers of Social Studies in the Catskill Area Schools. March, 1968.

Study of the Status of Teacher Preparation and Experience for Teaching Elementary School Science. April, 1967.

Study of the Status of Teacher Preparation for Teaching Economics as a Separate 12th grade Course. May, 1967.

Study of the Status of Teacher Preparation and Experience for Teaching Economic Concepts in Grades K-6. May, 1967.

SOON TO BE AVAILABLE

Study of the Status of Teacher Preparation and Experience for Teaching Secondary School Science. April, 1968.

Summary and Evaluation of PROBE under the PROBE Planning Grant. May, 1968.

WHAT IS EXPERIENCING THE AGE OF HOMESPUN WITH J. Y. BROWN? *

Materials comprising this teaching unit fall into two general categories: 1) diary materials and 2) related primary sources. What is included in each of these categories is indicated below.

Diary Materials:

Excerpts from the Diary of James Y. Brown. (1841-1860.)

Entire diary of Mary Ellen Myers Brown. (1842.)

Entire diary of P. Cordelia Pease Brown. (1844-1846.)

Tape recordings of selections from the diaries. (Loaned by request.)

2 x 2 slides showing the actual diaries.

Related Primary Sources:

2 x 2 slide series detailing Windsor Village: maps of village layout, town clerk's office, Windsor Standard, Windsor Free Library, the Susquehanna ford, and an architectural survey of Persis Brown's house.

2 x 2 slide series on local cemeteries (Riverside and Village in Windsor and Lester Cemetery in Lester, N.Y.). Included too are gravestone rubbings on known Brown graves. (Slides.)

2 x 2 slide series of church records from the First Presbyterian Church of Windsor, New York, some in J. Y. Brown's handwriting.

2 x 2 architectural slide series comparing the two churches in Windsor which figure so prominently in the diaries.

2 x 2 slide series of sources in Binghamton: Binghamton Public Library, Roberson Memorial, and Broome County Courthouse.

2 x 2 slide series identifying sources for primary material.

Gravestone rubbings - made in or near Windsor, New York. (Actual rubbings made during research on the Brown's.)

Reprints of three church histories:
Compilations of Records (1876)
155th Anniversary (Essay, 1948)
165 Years Old (1958)

*This page has been copied from the Teacher's Guide to Experiencing The Age of Homespun with James Y. Brown.

Taped condensed J. Y. Brown presentation. (Slides included.)

Taped folklife interview with Mrs. Lewis Bennett of Windsor, New York.

Tape of Music from the Age of Homespun. (Prepared by Margaret Cawley of the State University College at Oneonta.)